

# Childminder report

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Inspection date: 27 April 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle in well at the childminder's home and are happy to attend. They behave well and develop caring attitudes towards each other. The childminder follows a familiar routine that helps children feel safe and secure. For instance, children know where to sit for their snack and where they can wash and dry their hands. Continued care during the COVID-19 pandemic has meant that children have built strong relationships. They socialise well and older children show care and concern for their younger friends. Children learn manners from the childminder and are keen to make positive choices.

The childminder is clear about what she wants children to learn and the curriculum is planned to ignite children's curiosity. Children can easily access a variety of interesting resources in the welcoming playroom. Their interests are extended in the garden, with planned activities that continue to encourage investigation. This allows topics to be fully explored. Children learn new skills and vocabulary as a result. The childminder shares resources with another colleague so that new toys are available for children. For example, children's interests are carefully considered and they delight in finding toys that have been sourced for their enjoyment.

### **What does the early years setting do well and what does it need to do better?**

- The childminder has a secure transition process for children who are both joining and leaving the setting. For example, she gathers detailed information about children's routines, likes and dislikes before they start. By finding out about their family background and what they can do, she can ensure children make timely progress from their starting points. Older children have the same regard when starting school. The childminder makes sure that children gain the necessary skills to be independent. Children are confident about the next stage of their learning journey.
- The childminder, professionals and parents work well together to implement targeted support for children with special educational needs. Children's gaps or delays in learning are identified early, particularly with their speech and language. The interest that the childminder has in how children speak and communicate their needs is a real strength to her. Children's speech and language are promoted through effective modelling by the childminder.
- Activities for children are carefully planned and consider the stage of development that they are working towards. For example, children explore carrots from seed to fully grown vegetables. Babies explore the taste and texture while older children investigate the resources using magnifying glasses. However, at times, the childminder does not consistently give children the chance to follow ideas through until the end. This means that it is not always clear if children's learning is fully embedded.

- Children experience a broad range of outings in the local community and beyond. For example, they enjoy visiting the local park where they have access to a range of equipment to develop their larger muscles. Children attend toddler groups to help develop their social skills and the library for singing and rhyme time sessions. The childminder ensures that learning is further enriched by experiences such as visiting the local farm and castle. Recently, children compared the environment of the train station before and after a crop of bluebells had grown. They took pictures and explored the differences that the seasonal changes have created.
- The childminder knows the children in her care well and can confidently talk about their capabilities. Overall, children make good progress. However, on occasion, the childminder does not fully extend and challenge older children through questioning. For example, during some adult-directed activities, younger children dominate the conversations. This means that the ideas of others are sometimes missed.
- Parents are extremely complimentary about the childminder and comment that she offers incredible support for their children. They praise her communication methods, including a combination of online and face-to-face feedback. After a recent move for the childminder, parents followed her to her new setting to ensure that their child continues to receive her supportive and nurturing provision.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her responsibilities towards the children in her care. She checks her home daily to help her identify and remove any hazards. She ensures precautions are in place, such as safety gates, so that children can play safely. She supervises children closely in her home and outside. Children are kept safe on outings because of careful planning and risk assessments. The childminder can recognise the signs of abuse and neglect. She knows any concerns must be reported and has completed relevant training.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- develop questioning techniques to support older children to fully explore their own thoughts and ideas
- give children time to follow their ideas and revisit activities to consolidate their learning.

## Setting details

<b>Unique reference number</b>	EY390331
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228486
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	4
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	9 January 2017

## Information about this early years setting

The childminder registered in 2009 and lives in Maidstone, Kent. She provides care Monday to Friday from 7.30am to 5.30pm, for most of the year. The childminder receives funding to provide free early education for children aged three and four years. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Kate Williams

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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